DOCUMENT RESUME

ED 423 656 EC 306 762

TITLE Individualized Education Program Team Manual. Includes: Individualized Education Program, Evaluation Review, Manifestation Determination Review.

INSTITUTION Michigan State Dept. of Education, Lansing. Office of Special Education and Early Intervention Services.

PUB DATE 1998-01-16

NOTE 34p.

PUB TYPE Guides - Non-Classroom (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Disabilities; *Educational Legislation; Elementary Secondary Education; *Eligibility; Federal Legislation; *Individualized Education Programs; Parent Participation; *Records (Forms); Special Education; State Legislation; *Student Evaluation; Teamwork

IDENTIFIERS Individuals with Disabilities Education Act; Michigan

ABSTRACT

This manual is designed to assist members of Michigan Individualized Education Program (IEP) teams to be in compliance with state and federal laws relating to programs and services for students with disabilities. It begins by briefly explaining changes in the Individuals with Disabilities Education Act relating to the IEP and parent participation. It then provides information on three forms developed by the IEP team: (1) the IEP; (2) the Evaluation Review, and (3) the Manifestation Determination Review. Components of each of the three forms appear in boxed text throughout the manual and are followed by instructions for completion of the forms. Citations from the applicable federal and state laws and administrative rules are indicated. References from other policy sources are documented, and all legal requirements are accompanied by an appropriate citation. Attachments include a list of suggestions for accommodations and modifications relating to the environment, assignments, presentation of subject matter, motivation and reinforcement, materials, self management, testing, and social integration. Blank forms for the IEP, the Evaluation Review and the Manifestation Determination Review are also attached. (CR)

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MICHIGAN DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES

ED 423 656

INDIVIDUALIZED EDUCATION PROGRAM TEAM MANUAL

INCLUDES:
INDIVIDUALIZED EDUCATION PROGRAM
EVALUATION REVIEW
MANIFESTATION DETERMINATION REVIEW

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JANUARY 16, 1998

Introduction

The individualized education program (IEP) requirements of the Reauthorized Individuals with Disabilities Education Act (IDEA) 1997 emphasize the importance of: (1) involvement and progress in the general curriculum for each student with a disability; (2) the involvement of parents and students, together with general and special education personnel in making decisions to support each student's individualized educational success; and (3) preparing students with disabilities for employment and other post-school experiences. The IDEA Amendments of 1997 and 1990 have included provisions which greatly strengthen the involvement of students with disabilities in decisions which facilitate their movement from school to post-school activities, and other future-oriented goals.

The IDEA 1997 adds several new requirements that provide opportunities for increased parental involvement in their child's education. These new requirements include:

- Input during evaluation
- Participation in the eligibility decision
- Participation in the placement decision
- Consent for reevaluation
- Participation in meetings
- Receipt of progress reports

The parent of a student with a disability is expected to be an equal participant with school personnel in developing, reviewing, and revising the IEP for the student. This is an active role in which the parent: (1) provides critical information about their student's abilities, interests, performance, and history; (2) participates in the discussion about the student's need for special education and related services and supplementary aids and services; and (3) joins with the other participants in deciding how the student will be involved in and progress in the general curriculum, participates in state and districtwide assessments, and in what settings the student will be provided programs and/or services by the agency.

This manual is provided by the Office of Special Education and Early Intervention Services to assist in compliance with state and federal laws relating to programs and services for students with disabilities. The manual will assist in the completion of forms developed by the IEP team. With the Reauthorization of the IDEA in 1997, the IEP team now performs three functions: (1) Development of the IEP for students with disabilities, (2) Evaluation Review, and (3) Manifestation Determination Review.

Components of each of the three forms appear in boxed text throughout this manual and are followed by instructions for completion of the forms. Citations from the applicable federal and state laws and administrative rules are indicated. References from other policy sources are also documented. All legal requirements are accompanied by an appropriate citation.

INDIVIDUALIZED EDUCATION PROGRAM MANUAL

Date of Meeting	Last MET Date	Last IEP Date	Birthdate	Ethnic Group	Gender	Grade	Student's Native Language

Student Information —

Student's Last Name	First Name	Initial	Student ID #	Home Telephone

Student's Home Address	City	State	Zip Code

Parent Information —

Parent/Guardian/Surrogate Last Name	First Name	Parent's Native Language

Parent Address (if different than student)	Telephone
	W: H:

Parent Last Name	First Name	Parent's Native Language

Parent Address (if different than student)	Telephone
	W: H:

District Information —

Resident District	Operating District	Attending Building

Student Information

- Date of Meeting - Indicate the date of the individualized educational planning committee (IEPC) meeting (month, date, year) [R340.1722c(1)].
- Last MET Date - Indicate the date of the last multidisciplinary evaluation team (MET) meeting (month, date, year) [R340.1722d(1)].
- Last IEP Date - Indicate the date of the last IEPC meeting (month, date, year) [R340.1722c(1)].
- Birthdate - Write the month, date, and year [R340.1721d(2)(a)].
- Ethnic Group - Indicate the student's ethnic group (e.g., African American, Asian American, Hispanic, Caucasian). If uncertain, ask parent(s) [R340.1861(2)(a)].
- Student's Native Language - Indicate the primary language or form of communication (e.g., sign language) used in the home [R340.1721a(8)].
- Student ID Number - Indicate the student's social security number if known. If the social security number is unknown, use the student's identification (ID) number. This is used for the central registry and to identify the student for computer purposes and/or for record keeping [Individuals with Disabilities Education Act (IDEA) §618(a)(1)(A)].

Parent Information

- Parent/Guardian/Surrogate - Indicate the complete name(s) of the parent/guardian/surrogate. The use of the term "parent" means the mother, father, or legally designated guardian of a person with a disability. "Parent" also means the person with a disability when the person reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings. The term "parent" also includes a "surrogate" for the parent under the Policy for the Appointment of Surrogate Parents as provided in Chapter VI of the Michigan State Plan for Special Education Services (8/19/92).
- Parent's Native Language - Indicate the primary language or form of communication (e.g., sign language) used in the home [R340.1721c(5)].
- Parent Address - Indicate the complete home address of the parent if different than the student's home address.

District Information

- Resident District - Indicate the name of the school district in which the student resides [R340.1721c(1)].
- Operating District - Indicate the name of the school district which operates the program or service. Put "not applicable" (N/A) on the line if the operating district is the same as the resident district [R340.1721c(1)].
- Attending Building - Indicate the name of the school building that the student is attending.

Purpose(s) of this IEPC meeting (more than one box may be checked):
❑ Initial IEP ❑ Annual Review ❑ Redetermination of Eligibility ❑ Transition
❑ Other _____

Initial IEP — The purpose of the initial individualized education program (IEP) is to determine initial eligibility for special education and must include a MET member to present the MET report [R340.1721c(3)].

Annual Review — The purpose of the annual review is to review and/or revise the student's IEP and educational placement at least once every 12 months [R340.1722c(1)]. The annual review must take place within one year of the anniversary date of the last IEPC meeting.

Redetermination of Eligibility — Each student with a disability shall be provided with a comprehensive evaluation at least once every 36 months [R340.1722d(1)]. This evaluation shall be completed by a MET and the results presented at an IEP team meeting. As a part of any reevaluation, the IEP team must conduct an Evaluation Review [IDEA §614(c)(1)]. See the Evaluation Review section in this manual.

Transition — Beginning at age 14 (consider at age 13), transition needs must be addressed at each IEP [IDEA §614(d)(1)(A)(vii)].

Other — Check the "Other" box for any other type of IEP not included above [R340.1721d(2)(b)(c)]. Examples include:

- Change of Level - A student moves from one level to another (such as elementary school to middle school) [R340.1701(f)].
- Change of Program(s) and/or Service(s) - A change in the general education or special education program(s) and/or service(s), or change from one type of special education program or service to another [R340.1701(f)].
- Termination of Program(s) and/or Service(s) - Before termination of special education is considered, the IEP team must conduct an Evaluation Review [R340.1721d(2)(a)]. Reasons for termination may include graduation, attaining age 26, or there is no longer a need for special education program(s) and/or service(s).
- Request for a New IEP - The parent or educational agency requests a new IEP before the next annual review [R340.1701(f)].
- Transfer - A student who was receiving special education program(s) and/or service(s) transfers to a new school district. With the written consent of the parent, the student shall be placed immediately in an appropriate special education program(s) and/or service(s) for not more than 30 school days during which time an IEPC meeting shall be convened [R340.1722e].

Parent Contact —

Professional personnel contacted parents to arrange a mutually agreeable time and place for the IEPC meeting and to explain the purpose of the meeting and the roles of each participant.

Method of contact: _____ By _____ Date _____ Result _____

If the parent could *not* be reached to arrange a mutually agreed upon time and place, an additional contact(s) was made:

Method of contact: _____ By _____ Date _____ Result _____

Parent Contact

The purpose of the parent contact(s) is to ensure that the parent is included in the decision of a mutually agreed upon time and place and will have an opportunity to participate in the meeting. It is also necessary to explain the purpose(s) of the IEPC meeting and the role(s) of the participants [R340.1721c(3)].

The notice should inform parents that they may bring other people to the meeting [R340.1721b(4)]. The procedure used to notify the parent (oral, written, or both) is left to the discretion of the agency, but the agency must keep a record of its efforts to contact parents [34 CFR, Section 300.345]. It is suggested that confirmation with the parent of the mutually agreeable time and place be done by letter.

All parent contacts should be documented as to the method of contact, name of person making the contact, the date of contact, and the result of the contact. If the parent could not be reached, the agency must document at least two contact attempts which may include a letter, telephone calls, other electronic means, or by visits made to the home or place of employment. If the parent is unable to attend, the district must document the procedures taken to involve the parent in the IEPC meeting [R340.1721c(4)].

IEPC Meeting Participants in Attendance —	
Student (when appropriate)	General Education Teacher
Parent	Special Education Teacher/Provider
Parent	Other
MET Representative	Other
District Representative/Designee	Other

IEPC Participants

All individuals who attend the IEPC meeting must be listed in the IEPC report [34 CFR, Appendix C to Part 300, Question #29a]. This section cannot be completed in advance. Signatures are a useful way of documenting attendance.

The general education teacher of the student, as a member of the IEP team, shall, to the extent appropriate, participate in the review and revision of the IEP of the student [IDEA §614(d)(4)(B)]. It is a suggested standard of quality that all required members of the IEP be in attendance for all discussion pertinent to their areas of responsibility and expertise.

The superintendent shall appoint participants to an IEP team and shall invite the parents to be participants [R340.1721b(1)]. In addition to the parent, other persons, at the discretion of the parent or public agency, may be invited to attend, including the person who is disabled, if appropriate. Upon request of the parent, a representative of the district of residence shall be invited to attend the IEPC meeting if the district of residence has authorized the operating district to conduct the three-year comprehensive evaluation review IEPC meeting [R340.1721b(4)].

Participants in an IEPC meeting shall, at a minimum, include all of the following:

1. A representative of the public agency, other than the student's teacher who: is qualified to provide, or supervise the provision of special education; is knowledgeable about the availability of resources of the district; is knowledgeable about the general curriculum [IDEA §614(d)(1)(B)(iv)]; and has the authority (delegated by the superintendent) to commit district resources to ensure that the programs and/or services described in the IEP will be implemented [34 CFR, Appendix C to Part 300, Question #13].
2. At least one general education teacher of the student (if the student is or may be participating in the general education environment) [IDEA§614(d)(1)(B)(ii)].
3. At least one special education teacher, or if appropriate, at least one special education provider of the student [IDEA §614(d)(1)(B)(iii)].
4. At the initial IEPC meeting and at the three-year comprehensive reevaluation review meetings, a member of the MET is required to be a participant and present the written team report [R340.1721b(3)]. At subsequent IEPC meetings, an individual who can interpret the instructional implications of evaluation results is required [IDEA §614(d)(1)(B)(v)].

Who may attend the IEPC meeting?

1. The parent(s) [IDEA §614(d)(1)(B)(i)].
2. The student [IDEA §614(d)(1)(B)(vii)].
3. Additional teachers who provide programs and services to the student [R340.1721b(4)].
4. Related service providers (such as a teacher of the speech and language impaired, occupational therapist, physical therapist) [R340.1721b(4)].
5. Additional diagnostic personnel [R340.1721b(4)].
6. The representative of any other agency that is likely to be responsible for providing or paying for transition services will be invited by the educational agency [R340.1721b(6)].
7. At the discretion of the parent or district, other individuals who have knowledge or special expertise regarding the student [IDEA §614(d)(1)(B)(vi)]. All individuals, whether invited by the parent or the district, are participants in the IEPC meeting.

Evaluation Information —

❑ The IEP team considered the results of the initial evaluation or most recent evaluation of the student [IDEA §614(d)(3)(A)(ii) and IDEA §614(d)(4)(A)(ii)(II)(III)] .

Student Profile and Progress —

❑ Student strengths were considered [IDEA §614(d)(3)(A)(i)]*. Describe: _____

❑ Parent concerns for enhancing the education of the student were considered [IDEA §614(d)(3)(A)(i)]*. Describe: _____

❑ Address the student's anticipated needs or other matters [IDEA §614(d)(4)(A)(ii)(IV)(V)]*. Describe: _____

List student concerns and priorities for his/her education considering involvement and progress in the general curriculum (optional):

Describe the student's progress toward current IEP annual goals and objectives [IDEA §614(d)(4)(A)(ii)(I)]:

Describe the student's progress in the general curriculum, where appropriate [IDEA §614(d)(4)(A)(ii)(I)]:

*IDEA 1997 requires consideration of the above information. The written descriptions are optional.

Present Levels of Educational Performance —

Provide a statement of the student's present levels of educational performance:

- Describe how the student's disability affects his/her involvement and progress in the general curriculum [IDEA §614(d)(1)(A)(i)(I)], including physical education [R340.1733(j)];
- Identify the deficit area(s) resulting from the student's disability which requires special education and/or related services [34 CFR, Appendix C to Part 300, Question #36c].
- For preschool children, as appropriate, describe how the disability affects the student's participation in appropriate activities [IDEA §614(d)(1)(A)(i)(II)].

Consideration of Special Factors [IDEA §614(d)(3)(B)] —

The IEP team must consider the following for all students (check each box):

❑ The communication needs of the student.
❑ Positive behavior interventions, strategies, and supports for students whose behavior impedes learning.
❑ Language needs for students with limited English proficiency.
❑ The need for Braille instruction for students who are blind or visually impaired.
❑ The communication and language needs for students who are deaf or hearing impaired.

Evaluation — To complete the evaluation information section, the IEP team must consider the results of the initial evaluation or most recent evaluation of the student [IDEA §614(d)(3)(A)(ii)]. Other pertinent evaluation information may be considered including the MET report, teacher progress reports in general education and/or special education, independent evaluations, general curriculum assessments, state and districtwide assessments, or report cards. Check the box to show completion of this review.

Student Profile and Progress — The IEP team must complete this section. Some portions are optional, others may be satisfied by checking the box to indicate consideration, and still others require a written statement. (See form for directions.)

Present Levels of Educational Performance — The statement of present levels of educational performance should accurately describe the effect of the student's disability on the student's performance in any area of education that is affected. This encompasses academic areas (such as reading, math, or communication) and nonacademic areas (such as daily life activities or mobility) [34 CFR, Appendix C of Part 300, Question #36].

Identify deficit areas resulting from the student's disability which requires special education and/or related services. There should be a direct relationship between the present levels of educational peformance and the other components of the IEP. All areas of deficit identified in the present levels of educational performance must be addressed in the programs and services prescribed and in the annual goals and short term objectives [34 CFR, Appendix C of Part 300, Question #36].

If a student with a disability needs a specially designed physical education (PE) program, that program must be addressed in all applicable areas of the IEP (present levels of educational performance, annual goals and short-term objectives, and services to be provided). Physical education services, specially designed if necessary, must be made available to every student with a disability. If modifications are needed for the student to be able to participate in a general PE program, those modifications must be described in the IEP [R340.1733(j)].

The statement of the present levels of educational performance should be written in objective, measurable terms to the greatest extent possible. Educational performance may be described as a developmental age and/or grade level(s) on an achievement test only when accompanied by a descriptive narrative regarding the deficit area [34 CFR, Appendix C of Part 300, Question #36].

Consideration of Special Factors — Some of the special factors will not apply to a given student; however, each IEP team must consider each factor for every student. Therefore, each box must be checked to show that the IEP team discussed each factor and its applicability to the student.

The IEP team shall [IDEA §614(d)(3)(B)(i)-(iv)] —

Consider the **communication needs** of the student.

In the case of a student whose **behavior** impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;

In the case of a student with **limited English proficiency**, consider the language needs of the student as such needs relate to the student's IEP;

In the case of a student who is **blind or visually impaired**, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student;

In the case of a student who is **deaf or hearing impaired**, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

Student Eligibility —

❑ This IEP team determines this student eligible for special education as:

Primary disability _____ Rule 340.17____

Secondary disability, if determined _____ Rule 340.17____

❑ This IEP team determines this student to be ineligible for special education. (Proceed to Resident District Commitment, Operating District Commitment, and Parent Consent.)

Student Eligibility — A student is eligible for special education if: (1) a disability has been determined according to Michigan's rules, and (2) the student is in need of special education and related services as determined by the IEP team [R340.1702 and R340.1721d(2)(a)]. For an initial or redetermination of eligibility IEP, the MET information must be reviewed. If the purpose of this IEP was an annual review, then eligibility is not redetermined.

If the student is eligible for special education programs and/or services, then the entire IEP needs to be developed. The box stating the student is eligible should be checked, the area of impairment written on the line and the rule number completed. If the student has a secondary eligibility (optional), complete the second line.

If the IEP team determines the student to be ineligible, proceed to Resident District Commitment, Operating District Commitment, and Parent Consent. If the student is not eligible for special education under IDEA and Michigan Rules but is regarded as having an impairment [34 CFR, Part 104], eligibility under Section 504 of the Rehabilitation Act of 1973 must be considered. Eligibility under Section 504 and the development of a plan of accommodations is separate from the IEP process and may be conducted at a subsequent meeting.

Eligibility Categories

R340.1703	Severely Mentally Impaired (SMI)	R340.1709	Physically and Otherwise Health Impaired (POHI)
R340.1704	Trainable Mentally Impaired (TMI)	R340.1710	Speech and Language Impaired (SLI)
R340.1705	Educable Mentally Impaired (EMI)	R340.1711	Preprimary Impaired (PPI)
R340.1706	Emotionally Impaired (EI)	R340.1713	Learning Disability (LD)
R340.1707	Hearing Impaired (HI)	R340.1714	Severely Multiply Impaired (SXI)
R340.1708	Visually Impaired (VI)	R340.1715	Autistic

Annual Goals and Short-Term Objectives (more than one page may be necessary) [IDEA §614(d)(1)(A)(ii)] —

Refer to the present level of educational performance and develop measurable annual goals or short-term objectives related to:
- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- Meeting each of the student's other educational needs that result from the student's disability.

Instructional Area _____

Annual Goal [R340.1721e(3)(b)] _____

Short-Term Objectives [(R340.1721e(3)(b)]	**Evaluation Procedures**	**Performance Criteria** [R340.1721e(3)(c)]	**Schedules for Evaluation**
1) _____			
2) _____			

Instructional Area — It is not a requirement to complete the "Instructional Area." However, local education agencies may find it helpful to identify the instructional area which relates to the annual goal and short-term objectives. Annual goals and short-term objectives may be written to address learning needs directly (such as reading, writing, or computation) or they may be written to address the learning needs through a specific content area.

Annual Goals — Identify the deficit area(s) within the "Present Levels of Educational Performance" section. For each deficit area identified, the IEP team must write an annual goal and short-term objectives to address the deficit area [34 CFR, Appendix C of Part 300, Question #36c].

Annual goals describe the progress which can be reasonably expected of a student with a disability in a twelve month time period. IDEA 1997 [§614(d)(1)(A)(ii)] requires that the annual goals relate to:

- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- Meeting each of the student's other educational needs that result from the student's disability.

Short-Term Objectives — Each annual goal shall have more than one short-term objective. Each short-term objective should be measurable and an intermediate step between the present levels of educational performance and the annual goal. Short-term objectives should be achievable within a shorter period of time (month, marking period, or semester) than the annual goal [34 CFR, Appendix C to Part 300, Question #39]. Each short-term objective must contain three components: evaluation procedures, performance criteria, and schedules for evaluation [R340.1721e(3)(c)]. These components may be incorporated into the short-term objective.

- Evaluation Procedures - The evaluation procedure describes by what method(s) achievement is measured. Indicate the evaluation procedure(s) to be used (such as documented teacher observation, standardized tests, or informal tests).
- Performance Criteria - Performance criteria determines at what level the skill is to be achieved and may be established in a variety of ways. Performance criteria could be written in terms of accuracy, percentage, rate, or production. Indicate the specific criteria used (such as 80%, 4 out of 5 times, or 3 times a day).
- Schedules for Evaluation - The schedule for evaluation is the time line used for determining whether the short-term objectives are being achieved. The schedule for evaluation may relate to the "Reporting Progress" section.

Reporting Progress [IDEA §614(d)(1)(A)(viii)] —

Describe how and when the student's parents will be regularly informed of progress toward the student's annual goals. The report must be at least as often as parents are informed of their nondisabled student's progress:

_____

_____

Reporting Progress — The parents of students with disabilities must be regularly informed at least as often as parents of nondisabled students are informed of their student's progress (e.g. through such means as periodic report cards). Describe the progress toward annual goals and the extent to which the progress is sufficient to enable the student to achieve the annual goals by the end of one year. An evaluation of progress on the short-term objectives may be used to report progress to parents. If so, the schedule for the evaluation of short-term objectives must be at least as often as the frequency for reporting progress of nondisabled students.

Supplementary Aids and Services —

Provide a statement of the supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student [IDEA §614(d)(1)(iii)]:

- To advance appropriately toward attaining the annual goals;
- To be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and
- To be educated and participate in the activities above with other children, both with and without disabilities.

_____

_____

Consider accessibility of physical facilities [R340.1721e(3)(f)], assistive technology devices, and assistive technology services [IDEA §614(d)(3)(B)(v)]. If these services are not needed, write "N/A."

_____

_____

Supplementary Aids and Services — Supplementary aids and services may include peer tutoring, interpreters, and paraprofessional personnel, as well as any other instructional support provided in conjunction with general education. This section may also include calculators, tapes, tape recorders, notes, and other technology devices and services. Supplementary aids and services may be provided either through general education or special education. See Attachment A of this manual for a list of possible accommodations.

Least Restrictive Environment —

Identify the least restrictive environment program and related service options which were considered and rejected, including the reasons why the options were rejected [R340.1721e(3)(e)]:

_____

_____

Explain the extent to which the student will:

- Not participate with nondisabled students in the general education program [IDEA §614(d)(1)(A)(iv); R340.1721e(3)(d)].
- Not be involved and progress in the general curriculum [IDEA §614(d)(1)(A)(iii)(II)].
- Not participate in extracurricular and nonacademic activities [IDEA §614(d)(1)(A)(iv)].

_____

_____

Least Restrictive Environment — Describe other least restrictive environment options (including supplementary aids and services) that were considered and provide reasons why those options were rejected.

The "State Board of Education Position Statement on Inclusive Education (1991)", pursuant to state and federal requirements, indicates that students with disabilities must be educated with their peers without disabilities to the maximum extent appropriate to meet their individual educational needs and potential. So that this may be realized, it is essential that program options be available in general education classrooms within general education facilities. Further, a process must be followed by the IEP team which will assure that the recommended placement option(s) is appropriate to the individual needs of each student. Educational placements are not to be based on the label describing the student's disability or the availability of programs.

Special Education Programs/Ancillary and Other Related Services [IDEA §614(d)(1)(A)(iii)] —

Program(s)/Service(s)	Rule Number	Amount of Time and Frequency	Beginning Mo/Day/Yr	Duration Mo/Day/Yr
	340.17			
	340.17			
	340.17			
	340.17			

Rationale for duration of the program(s) and related ancillary service(s) if different than regular school year:

Secondary departmentalized program (R340.1749c): ❑ Yes ❑ No

Resource program: Student eligibility and teacher endorsement are ❑ same ❑ different

Teacher endorsement(s): _____

If the student's eligibility is different than the teacher's endorsement, are teacher consultant services needed for the resource room teacher [R340.1749b(4)]? ❑ Yes ❑ No

Categorical program: Type of program and student eligibility are ❑ same ❑ different.

If the above categorical program is different than the student's eligibility, the IEPC must provide a rationale. The rationale is:

This placement can only occur if the parent agrees to the categorical program that is different than the student's eligibility [R340.1733(q)]. The parent agrees to this placement: _____ **(Parent Signature)**

Special Education Programs/Ancillary and Other Related Services —

In this section, record the type of programs/ancillary and other related services. Include the title, rule number, amount of time and frequency, beginning date, and duration date.

Programs —

340.1738 - SMI
340.1739 - TMI
340.1740 - EMI
340.1741 - EI
340.1742 - HI
340.1743 - VI
340.1744 - POHI
340.1747 - LD
340.1748 - SXI
340.1754 - PPI
340.1756 - SLI
340.1758 - AI
340.1749a - Elementary Resource Program
340.1749b - Secondary Resource Program
340.1742 - Michigan School for the Deaf (refer to this rule for placement procedures)
340.1743 - Michigan School for the Blind (refer to this rule for placement procedures)

Ancillary and Other Related Services — Examples of ancillary and other related services are:

Occupational Therapy - 340.1701(c)
Physical Therapy - 340.1701(c)
Audiological Services - 340.1701(c)
Orientation and Mobility - 340.1701(c)
School Social Worker - 340.1701(c)
Rehabilitation Counseling - 340.1701(c)
Psychological - 340.1701(c)
Work Study - 340.1733(m)
Homebound and Hospitalized - 340.1746
Speech and Language - 340.1745
Teacher Consultant - 340.1749
Nonclassroom PPI - 340.1755

The need for adaptive physical education is considered in the "Present Levels of Educational Performance" section. If it was determined that the student requires adapted physical education, the service should be identified in this section.

Amount of Time and Frequency — The amount of time is indicated in minutes/hours per day/week/month that each program and service is to be provided. The frequency is indicated by how often the program and service is to be provided per day/week/month. The amount of services to be provided must be stated in the IEP so that the level of the agency's commitment of resources will be clear to parents and other IEP team members. The amount of time to be committed to

each of the various services to be provided must be (1) appropriate to that specific service, and (2) stated in the IEP in a manner that is clear to all who are involved in both the development and implementation of the IEP. (Letter to John Copenhaver from Thomas Hehir, OSEP Director, 9/6/94)

Beginning Date — In this section, record specifically when each program(s) and/or service(s) will commence, giving the month, date, and year. As may be applicable, "the first day of school" is acceptable.

Duration — In this section, record the month, date, and year of the duration of the program(s) and/or service(s). The duration of the school year for each student with disabilities cannot be limited by the regular school year as defined by the school district or the School Code, but must be based on the unique individual needs of that student. Additional program(s) and/or service(s) may not be required unless the benefits accrued to the student during the regular school year will be significantly jeopardized if the student does not receive a modified school year. The student's IEP must consider the duration of the school year as a component of a free appropriate public education (FAPE). Program(s) and/or service(s) are not required to enhance the student's education beyond those specified annual goals and short-term objectives on the IEP. To consider the modification of the duration of the regular school year, the student must have experienced or be likely to experience a significant regression in a performance level(s) as measured by recoupment of the IEP annual goals and short-term objectives during a nine-week period after an interruption of the student's school program (e.g., summer vacation). A vital component in modifying the student's school year is the inclusion of expert opinion based on professional individual assessment.

To determine the need for educational services and programs beyond the regularly defined school year, sufficient documentation must be maintained. Each IEP team must consider the following questions as a minimum:

1. Has the student experienced significant regression, or is the student likely to experience significant regression after an interruption in programming?
   Determination of significant regression beyond that which can be recouped within a nine consecutive week period following an interruption in the student's educational programming may indicate the need for additional education programming beyond the regular school year.

2. When based on the expert opinion of a professional individual assessment, does an extended disruption of programming and services render the student's current year's IEP of little educational benefit? If so, would extending the duration of educational programming and services be necessary for the student to make reasonable progress in meeting specified goals and short-term objectives?

If there is significant indication for an additional program(s) and/or service(s), the IEP must specify:

1. The type of program(s) and/or service(s) appropriate under FAPE.

2. The period of time (duration) the program(s) and/or service(s) will be provided. This specified period will define the school year for the program(s) and/or service(s) and may differ from the regular school year.

Resource Program

Elementary - If it is determined that the student requires 50% or less of the day in special education programs and/or services and requires help in two or less instructional content areas (language arts, math, science, or social studies), the student may be placed in a resource program [R340.1749a].

Secondary - If it is determined that the student needs 3 periods or less of their instructional day in special education and needs 2 or less of the instructional content areas (language arts, math, science, or social studies), the student may be placed in a resource program [R340.1749b].

If the teacher of the resource program does not have an endorsement that corresponds with the student's category of eligibility, teacher consultant services must be considered for the resource program teacher [R340.1749a(5) and R340.1749b(4)]. If teacher consultant services are required beyond support to the resource program teacher, then teacher consultant services for the student should be specified in the special education services section of the IEP.

The IEP must include all the specific special education programs and/or services needed by the student as determined by the IEP team. All special education programs and services needed must be listed in the IEP even if they are not directly available from the local education agency, and must be provided by the agency through contract or other arrangements [34 CFR, Appendix C to Part 300, Question, #44].

Transportation [R340.1721e(3)(f)] — Is specialized transportation required? ❑ No ❑ Yes, specifics required:

_____

_____

Transportation — Check the correct box for transportation. If " yes" is checked, describe in detail the service needed. Indicate the need for aids or restraints, if appropriate.

Assessment Participation [IDEA §614(d)(1)(v)] —

Will the student participate in the state assessments (or any part)? ❑ Yes ❑ No
Will the student participate in the district assessments (or any part)? ❑ Yes ❑ No

If yes: Are accommodations or modifications required for participation in the assessment? ❑ Yes ❑ No
If yes, describe: _____

_____

If no: • Indicate why the state or district assessment is inappropriate: _____

_____

• How will the student be assessed? _____

_____

Assessment (beginning July 1, 1998)

Federal law requires [IDEA §614(d)(1)(v)] —

- A statement of any individual modifications in the administration of state or districtwide assessments of student achievement that are needed in order for the student to participate in such assessment; and
- If the IEP team determines that the student will not participate in a particular state or districtwide assessment of student achievement (or part of such an assessment), a statement of: (1) why that assessment is not appropriate for the student; and (2) how the student will be assessed.

The State is in the process of developing alternate assessment standards to be available not later than July 1, 2000. The specified method of an alternate assessment(s) may be individually determined by the IEP team until further guidance is available. The report of progress on the student's annual goals will meet the requirement for alternate assessment.

Students with disabilities may obtain accommodations for state assessment tests (see the current Testing Guidelines for the Michigan High School Proficiency Tests). The need for such accommodations or modifications should be addressed in this section of the IEP.

Prevocational/Vocational Considerations —

❑ Beginning at age 12 (consider at age 11), the student's prevocational/vocational needs were considered [R340.1721e(3)(g)].

Prevocational/Vocational Education — Prevocational education means instruction needed as a prerequisite to vocational education. For example: reading; writing; mathematics; knowledge of commonly used tools, and processes; familiarity with the broad range of occupations for which special skills are required; common employment procedures and requirements; or knowledge of the nature and extent of vocational limitations caused by a handicap [R340.1701a(o)].

Vocational education is defined as "organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree" [IDEA §300.17].

This section must be considered for students age 12 or turning 12 prior to their next IEP.

Transition —

Beginning at age 14 (consider at age 13), or younger if appropriate, the section above the dotted line must be completed [IDEA §614(d)(1)(vi)-(vii)].

The IEP team determines the need for transition service(s) in one or more of the following areas [R340.1721e(h)]:

- Instruction
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____
- Related Services
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____
- Community Experiences*
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____
- Development of employment* and other post-school adult living objectives
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____
- Acquisition of daily living skills and functional vocational evaluation (if appropriate)
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____

* May include work study per R340.1733(m)

• • • •

providing or paying for transition services does not attend, document attempts to obtain participation from this agency [R340.1721b(6)].

If a participating agency fails to provide agreed-upon transition services contained in this IEP, the public agency responsible for the student's education shall, as soon as possible, initiate a meeting for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revise the student's IEP [R340.1733(r)].

Dissenting Report —

Any participant in the committee's deliberations who disagrees, in whole or in part, with the committee's determination may indicate the reasons therefore on the committee's individualized education program report or may submit a written statement to be attached to the report [R340.1721e(4)].

Resident District Commitment —

Resident district superintendent/designee:

- ❑ Agrees with the IEP and its implementation.
- ❑ Does not agree with this IEP and requests an impartial due process hearing under R340.1724.

❑ The student is attending a program operated by a nonresident district and the resident district superintendent/designee authorizes the operating district to conduct subsequent IEPC meetings and a contract is on file.

Signed: _____ Date: _____

Resident District Superintendent or Designee — month/date/year

Resident District Commitment — The superintendent of the resident district or the designee must check the appropriate boxes confirming agreement or disagreement with the proposed plan, and sign and date the form [R340.1722a(2) and R340.1721c(1)].

Operating District Commitment (to be used when authorized) —

The student is attending a program outside of the resident district and the operating district superintendent/designee:

- ❑ Agrees to provide the IEP program(s) and/or service(s) and a contract is on file.
- ❑ Agrees to conduct subsequent IEPC meetings.
- ❑ Does not agree with this IEP and requests an impartial due process hearing under R340.1724.

Signed: _____ Date: _____

Operating District Superintendent or Designee — month/date/year

Operating District — This section is completed when the operating district is different than the resident district and the resident district superintendent or designee has given authorization to the operating district to conduct subsequent IEPC meetings. The superintendent or designee of the operating district must check the appropriate box, sign, and date the form [School Code §380.1751; R340.1721c(1) and R340.1724(1)].

Parent Consent — Check all that apply

As the Parent, I:

- ❑ Understand the contents of this plan [R340.1723b].
- ❑ Have been informed of my rights (all procedural safeguards) [R340.1723b].
- ❑ Agree with this plan [R340.1722a(4) and R340.1733(q)].
- ❑ Do not agree with this plan but will allow it to be used.
- ❑ Do not agree with this plan and request a due process hearing [R340.1724].

Parent Signature: _____ Date: _____ (month/date/year)

Student Signature*: _____ Date: _____ (month/date/year)

Parent signature is required for initial placements [R340.1722a(4)] and when student's eligibility is different than the categorical program placement [R340.1733(q)]. If this signature is necessary, it should appear on page 5 of the IEP form.

*"Parent" also means the person with disability when the person reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings [IDEA §615(m)].

Parent Consent — The parent need not sign the IEP form at the meeting. The parent shall have 10 calendar days after receipt of the notice from the superintendent to provide the agency with written consent for initial placement [R340.1722a(4)]. Following each new IEP, the parent is entitled to 10 calendar days notice before the agency implements the programs and services specified on the new IEP [R340.1723a(1)].

Additional Notice Requirements —

The superintendent or designee of the operating district assures:

(a) That to the maximum extent appropriate, a person who has a disability, including a person who is assigned to a public or private institution or other care facility is educated with persons who do not have disabilities [R340.1722(2)(a)].

(b) That placement of a person who has a disability in special classes, separate schools, or the removal of a person who has a disability from the general education environment occurs only when the nature or severity of the disability is such that education in a regular class using supplementary aids and services cannot be satisfactorily achieved [R340.1722(2)(b)].

(c) That a person whose disability is such that he or she requires special classes or facilities shall be placed in programs or services as close as possible to his or her home [R340.1722(2)(c)].

(d) That unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled [34 CFR 300.552(c)].

(e) That in selecting the least restrictive environment, consideration shall be given to any potentially harmful effects to the student or the quality of services that the student needs [R340.1722(2)(d)].

Location (building) of program(s) and/or service(s): _____

Operating district: _____

Person responsible for implementation: _____

Implementation date: _____ (month/day/year). All programs and services begin on this date unless otherwise noted in this IEP.

Signed: _____ Date: _____

Superintendent or Designee — month/date/year

Additional Notice Requirements — This is a separate procedure from the IEP process. It may be done at the time of the IEPC meeting or after the IEPC meeting (as stated in R340.1722a). The superintendent or designee of the operating district is required to sign and date the notice.

Assurances — The superintendent or designee of the operating district shall review the decisions of the IEP team to assure that the above statements were addressed.

Location of Program(s) and/or Service(s) — Indicate the building in which the student will receive the program(s) and/or service(s) identified in the IEP. If there is more than one building at one level, the name of the building must be stated [R340.1722a(2)].

Operating District — Indicate the district which operates the program(s) and/or service(s).

Person Responsible for Implementation — Indicate the name and/or title of the person responsible for implementation of the IEP. This person shall be either the principal of the building offering the program(s) and/or service(s), or another staff person who is generally accessible to the staff and will be working with the student [R340.1722(4)].

Implementation Date — Indicate the date that all programs and/or services will begin unless otherwise noted in the "Program(s) and/or Service(s)" section of the IEP. It shall be documented by using the month, day, and year [R340.1722a(3)].

The notice may be given to the parent(s) in two ways: (1) The notice is completed at the IEPC meeting and given to the parent with a copy of the IEP, or (2) the notice is completed within 7 calendar days after the IEPC meeting and then, with a copy of the IEP, is sent to the parent. The parent has the right to disagree with the notice and request a due process hearing.

Evaluation Review Manual

As part of an initial evaluation (if appropriate) and as part of any reevaluation, the IEP team and other qualified professionals shall complete an evaluation review [IDEA §614(c)(1)]. A comprehensive reevaluation is required every 36 months. However, it may be necessary to conduct reevaluations earlier at the request of the student's parent or teacher [R340.1722d(1)].

Student's Last Name	First Name	Initial	Student ID #	Date of Review	Birthdate

The purpose of this review is to plan for:

- ❑ an initial evaluation [IDEA §614(c)(1)]
- ❑ a reevaluation [IDEA §614(c)(1)]
- ❑ termination of eligibility [IDEA §614(c)(5)]

The school district/agency must evaluate a student with a disability before determining that the student is no longer a student with a disability.

Participants [IDEA §614(d)(1)(B)] —

The following individuals participated in this Evaluation Review. Additional participants should be noted and attached to this form.

Student (when appropriate)	District Representative/Designee
Parent	Regular Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results (MET Representative/Potential MET Member)	Other

Participants — The Evaluation Review is conducted by the IEP team meaning a group of individuals composed of [IDEA §614(d)(1)(B)]:

(i) the parents of a student with a disability;
(ii) at least one regular education teacher of the child (if the student is, or may be, participating in the regular education environment);
(iii) at least one special education teacher teacher, or where appropriate, at least one special education provider of the student;
(iv) a representative of the local educational agency who —
  (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
  (II) is knowledgeable about the general curriculum; and
  (III) is knowledgeable about the availability of resources of the local educational agency;
(v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
(vi) at the discretion of the parent or the agency, other individuals who have knowledgeable or special expertise regarding the student, including related services personnel as appropriate; and
(vii) whenever appropriate, the student with a disability.

"Parent" means the mother, father, or legally designated guardian of a person with a disability. "Parent" also means the person with a disability when the person reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings. The term "parent" also includes a "surrogate" for the parent under the Policy for the Appointment of Surrogate Parents as provided in Chapter VI of the Michigan State Plan for Special Education Services (8/19/92).

❑ Review existing evaluation data including current classroom-based assessments and observations and teacher and related services providers observation [IDEA §614(c)(1)(A)]*.

_____

_____

_____

❑ Review evaluations and information provided by the parent [IDEA §614(c)(1)(A)]*.

_____

_____

*IDEA 1997 requires review of the above information. The written description is optional.

On the basis of the above review and input from the student's parent(s), identify **the additional data needed to determine** [IDEA §614(c)(1)(B)]:

1) Whether the student has a disability* or in case of reevaluation, whether the student continues to have such a disability** [IDEA §614(c)(1)(B)(i)]. Describe additional data or evaluation needed: _____

_____

* Follow current MET procedures for all initial evaluations for special education eligibility.
** Michigan's Administrative Rule 340.1722d requires redetermination of the student's disability with exceptions for certain medical conditions.

If the IEP team determines that no additional data is needed to determine whether the student continues to have a disability, a reason must be given [IDEA §614(c)(4)(A)(i)]: _____

_____

2) The present levels of performance and educational needs of the student [IDEA §614(c)(1)(B)(ii)]. Describe additional data or evaluation needed: _____

_____

3) Whether the student needs or continues to need special education and related services [IDEA §614(c)(1)(B)(iii)]. Describe additional data or evaluation needed: _____

_____

4) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum [IDEA §614(c)(1)(B)(iv)]. Describe additional data or evaluation needed: _____

_____

The purpose of the Evaluation Review is to examine existing evaluation data to determine if additional data/evaluation is necessary to complete the student's IEP. If no evaluation data exists, this should be indicated on the form. The Evaluation Review does not constitute an IEPC meeting for the purpose of determining a free appropriate public education in the least restrictive environment.

Evaluation data reviewed may include, but is not limited to the following: the student's educational record, behavior assessment data, or discipline records.

If no information was provided by the parent, the district must document its efforts to obtain information from the parent. This documentation may be indicated on the lines provided for parent input.

The district/agency need not identify the specific tests or evaluation materials. Tests and evaluation materials may be identified by the types or the nature of the additional diagnostic information still needed.

In reference to #4, for a reevaluation, describe any additional data needed to determine whether any additions or modifications to the special education and related services are needed to meet the annual goals and participate in the general curriculum. No annual goals will have been established prior to an initial IEP. Therefore, before the initial IEP, this statement may be interpreted to mean that additional evaluation is required to determine if special education and related services are necessary for the student to benefit from the general curriculum.

In response to #4, evaluations may include, but are not limited to: functional behavioral assessments, academic assesments, or assessments related to assistive technology.

Michigan's Administrative Rule 340.1722d states:

R340.1722d Three-year evaluation of eligible handicapped persons.

Rule 22d.(1) Each eligible student who has a disability shall be provided with a comprehensive evaluation as described in R340.1721a at least once every 36 months. The evaluation shall be completed by a multidisciplinary evaluation team and the results shall be presented at an individualized educational planning committee meeting pursuant to R340.1721d(2)(a). The evaluation requires that an assessment take place to make accurate and effective decisions. A student shall be assessed in all areas related to the suspected disability and provide information to determine all of the following:

(a) The continued need for special education services.
(b) The effectiveness of the student's educational plan.
(c) The current needs of the student.
(d) The student's eligibility for special education.

(2) Parent input shall be sought as part of the reevaluation process. Parent consent is encouraged, but is not necessary, for the comprehensive evaluation, unless medical or personality testing is required. The comprehensive 3-year reevaluation need not include a redetermination of the student's previously established medical condition if a physician, as required pursuant to R340.1707, R340.1708, R340.1709, or R340.1714, has provided a written statement to the school district that the student's medical condition is permanent. However, the medical condition shall be redetermined if requested by the student's parent or school personnel.

Requirements if additional data are not needed (related to item #1) [IDEA §614(c)(4)]

If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the student continues to be a student with a disability, the LEA —

(A) shall notify the student's parents of

(i) that determination and the reasons for it; and

(ii) the right of such parents to request an assessment to determine whether the student continues to be a student with a disability; and

(B) shall not be required to conduct such an assessment unless requested to by the student's parents.

Evaluations before change in eligibility [IDEA §614(c)(5)]

A local education agency shall evaluate a student with a disability before determining that the student is no longer a student with a disability.

Parental Consent [IDEA §614(c)(3)]

Each local education agency shall obtain informed parental consent prior to conducting any reevaluation of a student with a disability, except that such informed parent consent need not be obtained if the local education agency can demonstrate that it had taken reasonable measures to obtain such consent and the student's parent has failed to respond. In this context "reevaluation" means any evaluation conducted for the student after the initial evaluation. This may include evaluations to consider additional programs and services such as speech and language or occupational therapy.

MANIFESTATION DETERMINATION REVIEW MANUAL

All students are given due process rights relative to student discipline under Section 380.1311 of the Michigan School Code. The IDEA 1997 requires a manifestation determination review by the IEP team [IDEA §615(k)(4)(B)]. IDEA 1997 does not specifically require that an IEP meeting be convened. The State Board of Education's position statement "Suspension/Expulsion of Handicapped Students" (9/19/89) provides guidance that an IEP meeting be convened for the purpose of a manifestation determination review. In the course of a manifestation determination review the IEP team may find it appropriate to revise the student's IEP. While a manifestation determination review **meeting** is not a legal requirement, convening of an IEP meeting is a preferred practice.

Student's Last Name	First Name	Initial	Student ID #	Birthdate	Date of Review	Date of Current IEP

Parent Contact —

The parent was contacted to participate in the manifestation determination review:

Method of Contact _____ By _____ Date _____

If the parent could not be reached, document additional contact:

Method of Contact _____ By _____ Date _____

Parent Contact — The parent is a required member of the IEP team [IDEA §614(d)(1)(B)]. It is suggested that all parent contacts be documented as to the method of contact, name of the person making the contact, and the date of the contact. Not later than the date on which the decision to take disciplinary action is made, the parent shall be notified of that decision and of all procedural safeguards [IDEA §615(k)(4)(A)(i)].

"Parent" means the mother, father, or legally designated guardian of a person with a disability. "Parent" also means the person with a disability when the person reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings. The term "parent" also includes a "surrogate" for the parent under the Policy for the Appointment of Surrogate Parents as provided in Chapter VI of the Michigan State Plan for Special Education Services (8/19/92).

The purpose of these contacts is to notify the parent of the Manifestation Determination Review early enough to ensure that the parent will have an opportunity to participate. All contacts should be documented as to the method of contact, name of person making the contact, and date of contact.

It is possible to complete a Manifestation Determination Review without the need to revise the student's IEP. However, in most cases, during the Manifestation Determination Review, the need to revise the IEP will arise. In establishing the purpose(s) for the meeting, consider indicating the need to develop a new IEP. The parent must receive advanced notice of a meeting to develop a new IEP for the student.

Protections for students not yet eligible for special education and related services [IDEA §615(k)(8)]:

A. In general - A student who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of the LEA, may assert any of the protections provided for in the IDEA if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

B. Basis of knowledge - An LEA shall be deemed to have knowledge that a student is a student with a disability if —
(i) the parent of the student has expressed concern in writing (unless the parent is illiterate or has a disability that prevents compliance with the requirements contained in this clause) to personnel of the appropriate educational agency that the student is in need of special education and related services;
(ii) the behavior or performance of the student demonstrates the need for such services;
(iii) the parent of the student has requested an evaluation of the student pursuant to section 614; or
(iv) the teacher of the student, or other personnel of the LEA, has expressed concern about the behavior or performance of the student to the director of special education of such agency or to other personnel of the agency.

C. Conditions that apply if no basis of knowledge —
(i) In general - If an LEA does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as measures applied to students without disabilities who engaged in comparable behaviors consistent with clause (ii);
(ii) Limitations - If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services in accordance with the provisions of this part, except that, pending the results of the evaluation, the student shall remain in the educational placement determined by school authorities.

Participants —

The following individuals participated in this Manifestation Determination Review. Additional participants should be noted and attached to this form [IDEA §614(d)(1)(B), §615(k)(4)(B)].

Student (when appropriate)	District Representative/Designee
Parent	Regular Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results (MET Representative/Potential MET Member)	Other

The Manifestation Determination Review is conducted by the IEP team meaning a group of individuals composed of [IDEA §614(d)(1)(B)] —

(i) the parents of a student with a disability;
(ii) at least one regular education teacher of the student (if the student is, or may be, participating in the regular education environment);
(iii) at least one special education teacher teacher, or where appropriate, at least one special education provider of the student;
(iv) a representative of the local educational agency who —
(I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
(II) is knowledgeable about the general curriculum; and
(III) is knowledgeable about the availability of resources of the local educational agency;
(v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
(vi) at the discretion of the parent or the agency, other individuals who have knowledgeable or special expertise regarding the student , including related services personnel as appropriate; and
(vii) whenever appropriate, the student with a disability.

Considerations for Review —

Describe the behavior subject to disciplinary action [IDEA §615(k)(4)(A)(ii)]:

In carrying out a manifestation determination review, the IEP team must consider [IDEA §615(k)(4)(C)(i)]:

❑ Evaluation and diagnostic results*.

❑ Relevant information supplied by the parent*.

❑ Observations of the student*.

❑ The student's IEP and placement*.

*IDEA 1997 requires consideration of the above information. The written descriptions are optional.

Behavior Intervention Plan —

Did the agency conduct a functional behavioral assessment and implement a behavioral intervention plan [IDEA §615(k)(1)(B)(i)]? ❑ Yes ❑ No

Is the behavior subject to discipline included in the student's behavior intervention plan [IDEA §615(k)(1)(B)(i)]? ❑ Yes ❑ No

If the answer to either of these questions is no, the suspension/expulsion process is interrupted and the agency shall convene an IEP meeting to develop an assessment plan to address the behavior subject to discipline [IDEA §615(k)(1)(B)(i)].

If the student had a current behavior intervention plan, were the interventions in the plan appropriate [IDEA §615(k)(1)(B)(ii)]? ❑ Yes ❑ No

If the answer is no, the suspension/expulsion process is interrupted and the IEP team shall modify the plan as necessary to address the behavior.

Manifestation Determination [IDEA §615(k)(4)(C)(ii)] —

Based upon the review of all the above records and information:

1. In relationship to the behavior subject to the discipline:
   a) Is the current IEP and placement appropriate? ❑ Yes ❑ No
   b) Were special education services, supplementary aids and services and behavioral intervention strategies provided consistent with the student's IEP and placement? ❑ Yes ❑ No

   If the answer to either of these questions is no, the suspension/expulsion process is interrupted.

2. Did the student's disability impair his/her ability to understand the impact and consequences of the behavior subject to disciplinary action? ❑ Yes ❑ No

   If the answer this question is yes, the suspension/expulsion process is interrupted.

3. Did the student's disability impair his/her ability to control the behavior subject to disciplinary action? ❑ Yes ❑ No

   If the answer to this question is yes, the suspension/expulsion process is interrupted.

The behavior subject to disciplinary action was:

❑ Not a manifestation of disability; records are transferred to general education for disciplinary procedures.
❑ A manifestation of the disability.

If the student already had a behavioral intervention plan and the IEP team finds it necessary to modify the plan, it may be necessary to revise the student's IEP for this purpose.

If the result of the manifestation determination review is that the behavior of the student with a disability was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. **A free appropriate public education must be made available to students with disabilities who have been suspended or expelled from school.**

Parent Notice and Agreement —

❑ I was notified by the district of the decision to take disciplinary action on the day that such action occurred and have received a copy of all procedural safeguards [IDEA §615(k)(4)(A)(i)].
❑ I agree with this manifestation determination review.
❑ I disagree with this manifestation determination review and request an expedited hearing.

Parent Signature _____ Date _____

Not later than the date on which the decision to take disciplinary action is made, the parent shall be notified of that decision and of all procedural safeguards [IDEA §615(k)(4)(A)(i)].

Complete this section for students suspended for possession of drugs or weapons —

For students suspended for possession of drugs or weapons, the alternative education setting shall be determined by the IEP team [IDEA §615(k)(3)(A)]. The interim alternative educational setting shall be selected so as to enable the student to:

- Continue to participate in the general curriculum and receive services and modifications described in the current IEP, that will enable the student to meet the goals set out in that IEP.
- Receive services and modifications designed to address the behaviors of concern.

The interim alternative educational setting is _____
Effective date _____
Person responsible _____

❑ I agree with the placement decision [IDEA §615(k)(6)(A)(i)].
❑ I disagree with the placement decision and request an expedited hearing [IDEA §615(k)(6)(A)(i)].

Parent Signature _____ Date _____

The interim alternative educational setting may be a type of environment, not a specific place.

Parents need to be notified of any change in placement (interim alternative educational placement), and must receive procedural safeguards along with such notice.

Suggestions for Accommodations/Modifications

Pacing

Adjust deadlines
Vary activity often
Omit assignments requiring timed copying
Adjust amount of work required to meet requirements
Provide home set of text/material for preview/review

Environment

Plan seating strategically: Bus, Classroom, Lunchroom, Auditorium
Alter physical room arrangement
Define areas concretely
Reduce distractions: Visual, Auditory, Spatial, Movement
Teach positive rules for use of space

Assignments

Give directions in small distinct steps (written, picture, verbal)
Provide print copy for oral directions
Reduce difficulty level
Shorten assignments
Reduce paper and pencil tasks
Read or tape record directions
Give extra cues or prompts
Allow student to record or type assignment
Adapt worksheets, packets
Provide alternate assignment/strategy when demands of class conflict with student capabilities
Limit penalizing for errors that reflect student's disability
Provide samples of what an "A" assignment looks like

Presentation of Subject Matter

Teach to student's learning style: Visual, Auditory, Tactile, Experiential
Use individual/small group instruction
Utilize specialized curriculum
Tape lectures/discussion for replay
Provide notes
Apply academic skills to practical situations
Present demonstrations (model)
Utilize manipulatives
Highlight critical information
Pre-teach vocabulary
Make/use vocabulary files
Reduce language level or reading level of assignment
Use total communication/interpreter
Use facilitated communication
Share activities

Motivation and Reinforcement

Verbal
Nonverbal
Positive reinforcement
Behavior management
Tap strengths/interests
Planned motivating sequences of activities

Materials

Arrangement of material on page
Note-taking assistance/carbonless or Xerox copy of lecture notes
Use supplementary materials
Taped text and/or other class materials
Typed copy of teacher material: Electronic typewriter, Calculator, Computer, Video recorder, Telephone adaptations, Tape recorder, Augmentative communication device (electric, homemade)

Self Management/Follow Through

Follow visual daily schedule
Use calendars
Check often for understanding/review
Request parent reinforcement
Have student repeat directions
Teach study skills
Use study sheets to organize material
Design/write/use long-term assignment time lines
Review and practice in real situations
Plan for generalization
Teach skill in several settings/environments

Testing Adaptations

Oral responses
Taped
Application in real setting
Read test to student
Preview of test language
Extended time frame
Short answer
Multiple choice
Modified format
Shortened questions
Administered by resource person

Social Interaction Supports

Peer advocacy
Greetings
Sharing
Peer Tutoring
Partial participation
Negotiation
Focus on social process rather than activity/end product
Structured, shared experiences in school, extracurricular
Cooperative learning groups
Use of multiple/rotating peers
Teach friendship skills/sharing/negotiations
Teach social communication skills
Conversational turn taking
Structured activities to create opportunities of social interaction

Student Name _____ **Birthdate** _____ **Date of IEP** _____ **Page** ____

INDIVIDUALIZED EDUCATION PROGRAM

Date of Meeting	Last MET Date	Last IEP Date	Birthdate	Ethnic Group	Gender	Grade	Student's Native Language

Student Information:

Student's Last Name | First Name | Initial | Student ID # | Home Telephone

Student's Home Address | City | State | Zip Code

Parent Information:

Parent/Guardian/Surrogate Last Name | First Name | Parent's Native Language

Parent Address (if different than student) | Telephone

W: _____ H: _____

Parent Last Name | First Name | Parent's Native Language

Parent Address (if different than student) | Telephone

W: _____ H: _____

District Information

Resident District | Operating District | Attending Building

Purpose(s) of this IEPC meeting (more than one box may be checked) —

❑ Initial IEP ❑ Annual Review ❑ Redetermination of Eligibility ❑ Transition ❑ Other _____

Parent Contact —

Professional personnel contacted parents to arrange a mutually agreeable time and place for the IEPC meeting and to explain the purpose of the meeting and the roles of each participant.

Method of contact: _____ By _____ Date _____ Result _____

If the parent could *not* be reached to arrange a mutually agreed upon time and place, an additional contact(s) was made:

Method of contact: _____ By _____ Date _____ Result _____

IEPC Meeting Participants in Attendance —

Student (when appropriate)	General Education Teacher
Parent	Special Education Teacher/Provider
Parent	Other
MET Representative	Other
District Representative/Designee	Other

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Evaluation Information —

❑ The IEP team considered the results of the initial evaluation or most recent evaluation of the student .

Student Profile and Progress

❑ Student strengths were considered*. Describe: _____

❑ Parent concerns for enhancing the education of the student were considered*. Describe: _____

❑ Address the student's anticipated needs or other matters*. Describe: _____

List student concerns and priorities for his/her education considering involvement and progress in the general curriculum (optional):

Describe the student's progress toward current IEP annual goals and objectives: _____

Describe the student's progress in the general curriculum, where appropriate: _____

*IDEA 1997 requires consideration of the above information. The written descriptions are optional.

Present Levels of Educational Performance —

Provide a statement of the student's present levels of educational performance:

- Describe how the student's disability affects his/her involvement and progress in the general curriculum, including physical education
- Identify the deficit area(s) resulting from the student's disability which requires special education and/or related services.
- For preschool children, as appropriate, describe how the disability affects the student's participation in appropriate activities.

Consideration of Special Factors —

The IEP team must consider the following for all students (check each box):

❑ The communication needs of the student.
❑ Positive behavior interventions, strategies, and supports for students whose behavior impedes learning.
❑ Language needs for students with limited English proficiency.
❑ The need for Braille instruction for students who are blind or visually impaired.
❑ The communication and language needs for students who are deaf or hearing impaired.

Student Eligibility —

❑ This IEP team determines this student eligible for special education as:

Primary disability _____ Rule 340.17____
Secondary disability, if determined _____ Rule 340.17____

❑ This IEP team determines this student to be ineligible for special education. (Proceed to Resident District Commitment, Operating District Commitment, and Parent Consent)

Annual Goals and Short-Term Objectives (more than one page may be necessary) —

Refer to the present level of educational performance and develop measurable annual goals or short-term objectives related to:
- Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
- Meeting each of the student's other educational needs that result from the student's disability.

Instructional Area: _____

Annual Goal: _____

Short-Term Objectives	Evaluation Procedures	Performance Criteria	Schedules for Evaluation
1)			
2)			

Instructional Area: _____

Annual Goal: _____

Short-Term Objectives	Evaluation Procedures	Performance Criteria	Schedules for Evaluation
1)			
2)			

Instructional Area: _____

Annual Goal: _____

Short-Term Objectives	Evaluation Procedures	Performance Criteria	Schedules for Evaluation
1)			
2)			

Reporting Progress —

Describe how and when the student's parents will be regularly informed of progress toward the student's annual goals. The report must be at least as often as parents are informed of their nondisabled student's progress:

_____

_____

Supplementary Aids and Services —

Provide a statement of the supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student:

- To advance appropriately toward attaining the annual goals;
- To be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities; and
- To be educated and participate in the activities above with other children, both with and without disabilities.

_____

_____

_____

Consider accessibility of physical facilities, assistive technology devices, and assistive technology services. If these services are not needed, write "N/A."

_____

_____

_____

Least Restrictive Environment —

Identify the least restrictive environment program and related service options which were considered and rejected, including the reasons why the options were rejected:

_____

_____

_____

Explain the extent to which the student will:

- Not participate with nondisabled students in the general education program.
- Not be involved and progress in the general curriculum.
- Not participate in extracurricular and nonacademic activities.

_____

_____

_____

Special Education Programs/Ancillary and Other Related Services [IDEA §614(d)(1)(A)(iii)] —

Program/Service	Rule Number	Amount of Time and Frequency	Beginning Mo/Day/Yr	Duration Mo/Day/Yr
	340.17			
	340.17			
	340.17			
	340.17			
	340.17			
	340.17			
	340.17			
	340.17			

Rationale for duration of programs and related/ancillary service(s) if different than regular school year:

_____

_____

Secondary departmentalized program: ❑ Yes ❑ No

Resource program: Student eligibility and teacher endorsement are ❑ same ❑ different

Teacher endorsement(s): _____

If the student's eligibility is different than the teacher endorsement, are teacher consultant services needed for the resource room teacher [R340.1749b(4)]? ❑ Yes ❑ No

Categorical program: Type of program and student eligibility are ❑ same ❑ different.

If the above categorical program is different than the student's eligibility, the IEPC must provide a rationale. The rationale is:

_____

_____

This placement can only occur if the parent agrees to the categorical program that is different than the student's eligibility. The parent agrees to this placement: _____ **(Parent Signature)**

Transportation — Is specialized transportation required? ❑ No ❑ Yes, specifics required: _____

_____

Assessment Participation —

Will the student participate in the state assessments (or any part)? ❑ Yes ❑ No
Will the student participate in the district assessments (or any part)? ❑ Yes ❑ No

If yes: Are accommodations or modifications required for participation in the assessment? ❑ Yes ❑ No
If yes, describe: _____

_____

If no: • Indicate why the state or district assessment is inappropriate: _____

_____

• How will the student be assessed? _____

_____

Prevocational/Vocational Considerations —

❑ Beginning at age 12 (consider at age 11), the student's prevocational/vocational needs were considered.

Transition —

Beginning at age 14 (consider at age 13), or younger if appropriate, the section above the dotted line must be completed.

The IEPC determines the need for transition service(s) in one or more of the following areas:

- Instruction
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____
- Related Services
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____
- Community Experiences*
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____
- Development of employment* and other post-school adult living objectives
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____
- Acquisition of daily living skills and functional vocational evaluation (if appropriate)
  - ❑ Yes - Describe _____
  - ❑ No - Explain _____

* May include work study per R340.1733(m)

. . . . . .

Beginning at age 16 (or younger age if determined appropriate by the IEP team), a representative from any other agency likely to be responsible for providing or paying for transition services shall be invited to attend.

Agency Contacted _____ Contacted By _____

Method of Contact _____ Date _____

Agency Contacted _____ Contacted By _____

Method of Contact _____ Date _____

The student, beginning at age 16 (or younger age if determined appropriate by the IEP team), was invited to the transition IEP meeting and provided input regarding preferences and interests. If the student does not attend, describe the steps that were taken to ensure that the student's preferences and interests were considered:

_____

_____

Provide a description of each participating agency's responsibilities and/or linkages.

Agency	**Statement of Responsibility**

❑ Beginning at least one year before the student reaches the age of 18, the student has been informed of his or her rights under state and federal regulations for special education, if any, that will transfer to the student.

Dissenting Report —

Any participant in the committee's deliberations who disagrees, in whole or in part, with the committee's determination may indicate the reasons therefore on the committee's individualized education program report or may submit a written statement to be attached to the report.

Resident District Commitment —

Resident district superintendent/designee:

- ❑ Agrees with the IEP and its implementation.
- ❑ Does not agree with this IEP and requests an impartial due process hearing under R340.1724.

❑ The student is attending a program operated by a nonresident district and the resident district superintendent/designee authorizes the operating district to conduct subsequent IEPC meetings and a contract is on file.

Signed: _____ Date: _____
Resident District Superintendent or Designee — month/date/year

Operating District Commitment (to be used when authorized) —

The student is attending a program outside of resident district and the operating district superintendent/designee:

- ❑ Agrees to provide the IEP program(s) and/or service(s) and a contract is on file.
- ❑ Agrees to conduct subsequent IEPC meetings.
- ❑ Does not agree with this IEP and requests an impartial due process hearing under R340.1724.

Signed: _____ Date: _____
Operating District Superintendent or Designee — month/date/year

Parent Consent — Check all that apply

As the Parent, I:

- ❑ Understand the contents of this plan.
- ❑ Have been informed of my rights (all procedural safeguards).
- ❑ Agree with this plan.
- ❑ Do not agree with this plan but will allow it to be used.
- ❑ Do not agree with this plan and request a due process hearing.

Parent Signature: _____ Date: _____ (month/date/year)

Student Signature*: _____ Date: _____ (month/date/year)

Parent signature is required for initial placements and when student's eligibility is different than the categorical program placement. If this signature is necessary, it should appear on page 5 of this IEP form.

*"Parent" also means the person with disability when the person reaches 18 years of age, if a legal guardian has not been appointed by appropriate court proceedings.

Additional Notice Requirements —

The superintendent or designee of the operating district assures:

(a) That to the maximum extent appropriate, a person who has a disability, including a person who is assigned to a public or private institution or other care facility is educated with persons who do not have disabilities.

(b) That placement of a person who has a disability in special classes, separate schools, or the removal of a person who has a disability from the general education environment occurs only when the nature or severity of the disability is such that regular in a regular class using supplementary aids and services cannot be satisfactorily achieved.

(c) That a person whose disability is such that he or she requires special classes or facilities shall be placed in programs or services as close as possible to his or her home.

(d) That unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled.

(e) That in selecting the least restrictive environment, consideration shall be given to any potentially harmful effects to the student or the quality of services that the student needs.

Location (building) of program(s) and/or service(s): _____

Operating district: _____

Person responsible for implementation: _____

Implementation date: _____ (month/day/year). All programs and services begin on this date unless otherwise noted in this IEP.

Signed: _____ Date: _____
Superintendent or Designee — month/date/year

EVALUATION REVIEW

Student's Last Name	First Name	Initial	Student ID #	Birthdate	Date of Review

The purpose of this review is to plan for: ❑ an initial evaluation ❑ a reevaluation ❑ termination of eligibility

The following individuals participated in this Evaluation Review. Additional participants should be noted and attached to this form [IDEA §614(d)(1)(B)].

Student (when appropriate)	District Representative/Designee
Parent	Regular Education Teacher
Parent	Special Education Teacher/Provider
An individual who can interpret the instructional implications of evaluation results (MET Representative/Potential MET Member)	Other

❑ Review existing evaluation data including current classroom-based assessments and observations and teacher and related services providers observation*.

❑ Review evaluations and information provided by the parent*.

*IDEA 1997 requires review of the above information. The written description is optional.

On the basis of the above review and input from the student's parent(s), identify the additional data needed to determine:

1) Whether the student has a disability* or in case of reevaluation, whether the student continues to have such a disability**. Describe additional data or evaluation needed: _____

* Follow current MET procedures for all initial evaluations for special education eligibility.
** Michigan's Administrative Rule 340.1722d requires redetermination of the student's disability with exceptions for certain medical conditions.

If the IEP team determines that no additional data is needed to determine whether the student continues to have a disability, a reason must be given: _____

2) The present level(s) of performance and educational needs of the student. Describe additional data or evaluation needed:

3) If the student needs special education and related services or, in the case of reevaluation, if the student continues to need special education and related services. Describe additional data or evaluation needed:

4) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the student and to participate, as appropriate, in the general curriculum. Describe additional data or evaluation needed: _____

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MANIFESTATION DETERMINATION REVIEW

Student's Last Name	First Name	Initial	Student ID #	Birthdate	Date of Review	Date of Current IEP

Parent Contact —

The parent was contacted to participate in the manifestation determination review:

Method of Contact _____ By _____ Date _____

If the parent could not be reached, document additional contact:

Method of Contact _____ By _____ Date _____

Participants —

The following individuals participated in this Manifestation Determination Review. Additional participants should be noted and attached to this form.

_____
Student (when appropriate)

_____
Parent

_____
Parent

_____
An individual who can interpret the instructional implications of evaluation results (MET Representative/Potential MET Member)

_____
District Representative/Designee

_____
Regular Education Teacher

_____
Special Education Teacher/Provider

_____
Other

Considerations for Review —

Describe the behavior subject to disciplinary action:

_____
_____
_____
_____

In carrying out a manifestation determination review, the IEP team must consider:

❑ Evaluation and diagnostic results*.

_____
_____
_____

❑ Relevant information supplied by the parent*.

_____
_____
_____

❑ Observations of the student*.

_____
_____
_____

❑ The student's IEP and placement*.

_____
_____
_____

*IDEA 1997 requires consideration of the above information. The written descriptions are optional.

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Behavior Intervention Plan —

Did the agency conduct a functional behavioral assessment and implement a behavioral intervention plan? ❑ Yes ❑ No

Is the behavior subject to discipline included in the student's behavior intervention plan? ❑ Yes ❑ No

If the answer to either of these questions is no, the suspension/expulsion process is interrupted and the agency shall convene an IEP meeting to develop an assessment plan to address the behavior subject to discipline.

If the student had a current behavior intervention plan, were the interventions in the plan appropriate? ❑ Yes ❑ No

If the answer is no, the suspension/expulsion process is interrupted and the IEP team shall modify the plan as necessary to address the behavior.

Manifestation Determination —

Based upon the review of all the above records and information:

1. In relationship to the behavior subject to the discipline:
   a) Is the current IEP and placement appropriate? ❑ Yes ❑ No
   b) Were special education services, supplementary aids and services and behavioral intervention strategies provided consistent with the student's IEP and placement? ❑ Yes ❑ No

   If the answer to either of these questions is no, the suspension/expulsion process is interrupted.

2. Did the student's disability impair his/her ability to understand the impact and consequences of the behavior subject to disciplinary action? ❑ Yes ❑ No

   If the answer this question is yes, the suspension/expulsion process is interrupted.

3. Did the student's disability impair his/her ability to control the behavior subject to disciplinary action? ❑ Yes ❑ No

   If the answer to this question is yes, the suspension/expulsion process is interrupted.

The behavior subject to disciplinary action was:

- ❑ Not a manifestation of disability; records are transferred to general education for disciplinary procedures.
- ❑ A manifestation of the disability.

Parent Notice and Agreement —

- ❑ I was notified by the district of the decision to take disciplinary action on the day that such action occurred and have received a copy of all procedural safeguards.
- ❑ I agree with this manifestation determination review.
- ❑ I disagree with this manifestation determination review and request an expedited hearing.

Parent Signature _____ Date _____

Complete this section for students suspended for possession of drugs or weapons —

For students suspended for possession of drugs or weapons, the alternative education setting shall be determined by the IEP team. The interim alternative educational setting shall be selected so as to enable the student to:

- Continue to participate in the general curriculum and receive services and modifications described in the current IEP, that will enable the student to meet the goals set out in that IEP.
- Receive services and modifications designed to address the behaviors of concern.

The interim alternative educational setting is _____

Effective date _____

Person responsible _____

- ❑ I agree with the placement decision.
- ❑ I disagree with the placement decision and request an expedited hearing.

Parent Signature _____ Date _____